

DOCUMENT RESUME

ED 308 854

IR 013 916

AUTHOR Bender, Evelyn
TITLE Technology in the Service of Creativity: Computer Assisted Writing Project--Stetson Middle School, Philadelphia, Pennsylvania. Final Report.
PUB DATE 30 Dec 88
NOTE 70p.; Paper presented at the Eastern Pennsylvania Educational Computing Conference (Valley Forge, PA, March 15, 1989).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; Disadvantaged Youth; English Instruction; Feasibility Studies; *High Risk Students; *Learning Resources Centers; Microcomputers; Middle Schools; Minority Groups; Program Evaluation; Questionnaires; School Libraries; Secondary Education; Word Processing; Writing Instruction; *Writing Skills
IDENTIFIERS Apple IIGS; *Computer Assisted Writing Project PA

ABSTRACT

The American Library Association's Carroll Preston Baber Research Award supported this project on the use, impact and feasibility of a computer assisted writing facility located in the library of Stetson Middle School in Philadelphia, an inner city school with a population of minority, "at risk" students. The writing facility consisted of five Apple IIGS computer systems with two Imagewriter II printers, provided with matching funds from the Philadelphia School District. Students were regularly scheduled into the writing center. In addition, free time was available. The project was conducted during the 1987-88 school year. Results indicated that the attitude of the students toward writing with computers was very positive. There was an improvement in writing skills. Students' attitude toward the library was positive. There was no apparent change in school attendance. The project proved to be a feasible model for a school library/media center, especially one that serves disadvantaged youngsters; however, more staff time is needed for the additional service. A detailed evaluation of the project, which is appended to the final report, makes up more than half of the document. Copies of both teacher and student questionnaires are included. (Author/CGD)

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TECHNOLOGY IN THE SERVICE OF CREATIVITY:
COMPUTER ASSISTED WRITING PROJECT--STETSON MIDDLE SCHOOL
PHILADELPHIA, PENNSYLVANIA

FINAL REPORT

PROJECT SUPPORTED BY
THE AMERICAN LIBRARY ASSOCIATION'S
CARROLL PRESTON BABER RESEARCH AWARD, 1987

Dr. Evelyn Bender
Project Director
December 30, 1988

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ABSTRACT

ALA's Carroll Preston Baber Award

Technology in the Service of Creativity: Library Based Computer Assisted Writing

The project consisted of research on the use, impact, and feasibility of a computer assisted writing facility located in the library of Stetson Middle School in Philadelphia, an inner city school, with a population of "at risk" students.

The writing facility consisted of five Apple IIGS computer systems with two Imagewriter II printers. The target audience was 8th grade students taking computer science. During their English class, five students spent one week in the writing facility. In addition, free time was available for students to work on their own. Besides utilizing the technology in a meaningful way, students were able to make full use of the library's resources. A research assistant was available to manage the project and help the students.

Results: the attitude of the students toward writing (and writing with computers) was very positive, as shown on a survey and as observed in their behavior and work habits. There was an improvement in their writing. The students' attitude toward the library was positive. Teachers thought the computers motivated students' learning and facilitated the writing process. There was no apparent change in school attendance. Four hundred students participated in the project, and became part of the "community of writers" at Stetson.

Further, the project proved to be a feasible model for a school library/media center. A computer assisted writing center can be incorporated into a library. It offers open access to computers, attracts students, encourages them to incorporate information into their writing, and helps to improve their writing. However, a staff person needs to be available to instruct students, solve problems, and manage the computer hardware, software, and supplies.

The project was an excellent way to deliver better library service to disadvantaged students. It provided an intensive, unified, enjoyable approach to libraries and technology. The library became an integral part of the educational program and won full support from the administration.

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Acknowledgements

The nature of the Technology in the Service of Creativity project was cooperative: many people were involved in the program's success. I would like to express my appreciation to the people who made the project possible: Thomas Rosica, Executive Director, Categorical Programs, who gave us the computer equipment and had the electricity and security installed in the library, and Ethel Goldberg, a staff member of Categorical Programs, who helped write the proposal. I would like to thank Eric Baber, who established an award to encourage research in libraries, and the American Library Association, which granted the Carroll Preston Baber Research Award to us in 1987. PATHS/PRISM funded our work in computer assisted writing for several years. This project would not have been developed without that funding and recognition. The teachers at Stetson were very cooperative and willing to do the extra work the project entailed, particularly Nellie Hooks, Don Cooper, Barry Rosen, Jane Oates Lichman, and Larry Kaplan.

Although large school systems are not perceived as encouraging creative projects, the existence of Technology in the Service of Creativity has proved otherwise, much to the credit of the Philadelphia School District and Herbert Jung, the former principal of Stetson. Finally, recognition should be given to the children of Stetson Middle School, who responded enthusiastically and worked diligently in the library last year.



TWO STUDENTS WORKING TOGETHER



STUDENT AND PROJECT ASSISTANT, BRENDA ENCARNACION

Technology in the Service of Creativity:

Carroll Preston Baber Award 1987

FINAL REPORT

Introduction

While most applications of computer technology do not have clear cut implications for education, one area that has proved to be extremely important is the use of computers in the writing process (Lewis, 1988). A common reaction to word processing is for the writer to fall in love with the computer and become very enthusiastic about the ease and pleasure of writing. This seems true for a wide range of writers, from young children to disadvantaged youths to professionals.

For the past school year, for the Carroll Preston Baber Research Award from the American Library Association, we managed a computer assisted writing project in the library at Stetson Middle School in Philadelphia. The rationale behind the project was to capitalize on the interest generated by computers in a location that afforded easy access to information sources and reference services. Our vision was to provide a unified approach to technology and library service, an environment which would encourage students to practice writing. The purpose was to measure the effects and feasibility of the project.

Background of the School

Because Stetson has many of the problems of contemporary urban schools, it is important to consider the context of the project. Stetson is located in one of the most impoverished neighborhoods in Philadelphia. The look of poverty is unmistakable, with boarded up buildings, graffiti, and litter on the streets and sidewalks mute testament of the hard times. Most of the families of the students are on welfare. The problems are considerable: violent crimes, child abuse, young pregnancies, and an increase in drug use and drug traffic. Many youngsters drop out of school. Growing up in Stetson's neighborhood is a victory in itself.

Stetson had 1200 students last year (1600 the previous year). The school population is about 70% Latino, 15% Anglo, 15% Black, and includes a few Asian-American students. Scores on city wide achievement tests in language arts, mathematics, and social studies are among the lowest in the city. Although many of the Latino children (most are Puerto Rican) are bilingual, their English skills are below grade level, which appears to interfere with their learning and communication skills. Half of the grades given out in the school are F's. There is a high absence rate. The population is very transient, with youngsters transferring from school to school, and some leaving the mainland, moving to Puerto Rico. Many children have a long history of failing and repeating grades. However, many teachers in the school believe that standardized tests do not adequately assess the students' capabilities. Because their problems mask their talent and intelligence, and because many youngsters have a negative attitude toward school, identification of exceptionally bright individuals is difficult with ordinary testing techniques, but very obvious in one to one interactions. And there are many intelligent youngsters in the school.

Contrary to what one might expect, during the three years that the library ran some small computer projects in writing and open access to educational software, there would be a lineup of eager children who came to use the library before school and during their lunch periods. The youngsters were greatly attracted to the work they could accomplish using computers.

Background of the project

For several years, Stetson's library has been funded for computer activities in two separate areas: a local foundation, PATHS/PRISM, has supported the library's writing programs and the Pennsylvania Department of Education has supported work with the special education students. All the youngsters invariably learned computer skills quickly, with the library becoming a very popular spot in the school. When we began offering computer service in the library, computer science was not being taught at Stetson. We developed a system of teaching skills to classes: we started with Print Shop, and went on to word processing, first using Story Tree, then Magic Slate, and later PFS: Write.

We were very eager to expand the writing project, because the responses of the students had been very positive. However, the usual obstacles were present: lack of money, staff, and administrative commitment. ALA's Carroll Preston Baber Award seemed like a solution: it offered \$10,000 for research in technology and libraries. Having a research component would provide data on the impact and feasibility of a writing project

and the award would be sufficient funding to hire an additional staff member. However, we needed computer equipment to set up a dedicated writing center. We found the support in the School District's Office of Categorical Programs. The director, Thomas Rosica, liked the idea of the project and promised the equipment if the grant were funded. In addition, one of his staff, Ethel Goldberg, discussed the grant proposal draft and offered some excellent suggestions. Although it was not a requirement of the grant, the \$10,000 award was matched by the School District, making it a \$20,000+ package, and showing strong support for our program.

We were funded by the American Library Association's Carroll Preston Baber Award, with a unanimous decision on the jury's part.

Design of the Project

The project involved cooperation among several departments: English, computer science, special education, and the library. Our target population was eighth grade classes taking computer science, although one seventh grade class was included because it fit into the roster in the last time slot left. Two separate sets of classes were scheduled for the project for the first and second half of the year. During the students' English class, five students came to the library and used the computers for writing. Each set of five students spent a week in the library, the next set spent the following week. The few periods when classes were not there were open times for anyone to use the computers for writing. In addition, the library was open before school with the computers available. The computer science teacher started his classes with word processing in order that the students would be familiar with the software. English teachers taught the students the writing process.

Hardware and Software

The writing center consisted of five Apple II GS's and two Imagewriter II printers. In order to be compatible with the computer science department, PFS: Write was chosen as the software. There were an additional five Apple II E's in the library which were used for writing when the need arose.

Writing seems to improve through practice (Maimon, 1988). Because one of our objectives was to encourage students to engage in writing, they were given a choice: class assignments, letters, personal writing, or ideas from a list of writing suggestions.

Project Assistants

Because the library had a minimum of staff (one full time librarian and one part time assistant), hiring another person was essential to the program. We were very fortunate in finding young women from the local community for the position. The first, Sandra Gutierrez, worked from September to December. She and her family moved to Puerto Rico, because her husband lost his job and had some opportunities on the island. The second assistant, Brenda Encarnacion, finished out the year. Both were young Puerto Rican women who had two years of college. Although they had no computer experience, they picked up the skills quickly. They related very well to the children, who blossomed under their tutelage. It was clear that an additional degree of sympathy and understanding came about through shared backgrounds. The assistants were excellent role models for the youngsters, and in addition, did some translating with Spanish speaking parents.

Results

1. Objective one: To determine the use of the computer assisted writing facility, finding out which students are working on what type of writing and for what length of time.

The library became a very popular place in the school, with a total of 406 students using the computers for writing. Students came in on a regularly scheduled basis from English class, voluntarily before school and during their lunch periods. The facility attracted a wide range of students, from top students doing well to students who have repeated grades because of failures. In addition, special education students were included in the project.

Youngsters used the computers to write reports, for homework, or personal writing (similar to journal writing), and letters. Many individuals found the computer an excellent forum for introspection and examining their feelings and problems. A list of writing suggestions was compiled for students coming in from English class who did not have assignments. The youngsters responded well to the suggestions and wrote on a variety of topics. Many students found that reports done on the computer got them better grades--they showed the library staff reports with A's and B's instead of D's and F's. (In general, the students' grades were low, with half the grades in the school being F's.) However, this seemed to have little impact on their grades for the marking period for a number of reasons: the report card grade depended on homework done, tests taken, and number of absences in addition to written reports. Many students who found success in writing returned

again and again--and spent a great deal of time in the library, with permission from their teachers or during their free time.

A log was kept of every student who used the facility--with name, section, date, type of writing done, and class the student came from (or free time). In addition, a data base was created composed of student name, section, enrollment date, English grades, number of days absent, ethnic group, and city wide language arts test scores. From an inspection of the data base, test scores and grades seemed to have little relationship to one another. However, some formal analysis of the data base in the future might be possible. In our experience with the children, some students who scored low on the tests seemed quite able--the tests did not seem to reflect their true ability. Part of the problem might be the attitude of many students: that school achievement is not a worthwhile goal.

2. Objective two: to examine the relationship between quality of writing and computer assistance.

Dr. Elizabeth Haslam, an evaluator with PATHS/PRISM, assessed a random sample of ten students' writing in one class in the pre and post stages of the second semester using the McCaig Analytical Writing Scale. In addition, Dr. Haslam observed the activities in the library. She found that all the students in the sample "improved their writing by at least one level on the McCaig scale," and "two students skipped two levels (made 'leaps' in their progress." Dr. Haslam found that the very positive supportive atmosphere in the library encouraged Stetson's "community of writers" who took part in the project. In addition: "Students who are provided with a context for writing that includes word processors with word programs and dictionaries and support staff do improve their writing skills in measurable terms. The increased drafting of papers, positive attitudes toward writing activities and increased report writing using library materials are also evidence that writing activities increase as students gain control over their writing."

In response to a request to "Write a paragraph describing your favorite TV show, film, music video or music and tell your reasons for liking it," many students who had been in the writing project responded with longer, more thoughtful paragraphs at the end of their involvement than at the beginning. Examples as written by three students:

First student

(September)

"My Favorite T.V. Show"

"What is your favorite T.V. show? Mine is Sledge Hammer. It is packed with violence. This tv show has a lot of action. The reason I like it is because it is very exciting. Sledge is a mean character. His partner Dorn is one of those nagging ladies. This is one of the best show on tv."

(February)

"My favorite T.V. program is Beverly Hills Teens. The reason for this is because the way the kids act. Yes, it's about rich kids but poor people act the same way. One girl on the show acts like someone I know in real life. They both think they are on top. Thus, this is why I like Beverly Hills Teens."

Second student

(September)

"My favorite TV show is 'Full House.' That baby is so cute. Then theres DJ (Donna Joe) She is Kirk Camerons little sister, she is so cute."

(February)

"My favorite movie is 'Dirty Dancing.' I love that movie because it is funny & sad. I have seen it 6 times including last night. Its about a boy & girl falling in love & dancing together. It may not sound interesting but, it is."

Third student

(September)

"My favorite music is rap. Rap music is fast and slow that's why I like it part of it. I like because its get down fresh."

(February)

"My favorite music is rap. I like rap because it often has to do with the youth. Telling, warning them about things around them. Also because of the beats and people who say it. I'm exposed to it why shouldn't I like it."

3. Objective three: to ascertain changes of attitude of students who use the writing facility toward writing.

The attitude of the students was measured in several ways: observation of students in the library, interviews with students, surveys of students, and interviews with teachers.

The students' positive attitude toward computer assisted writing was very evident. They were eager to come to the library during their scheduled time in English class, settled down to work, and worked very hard at their writing. It was apparent that there was an additional reason for their enthusiasm besides the chance to get out of a classroom. The reason seem to be the pleasure of writing without physical obstructions-- the pencils, paper, bad handwriting, smudges, and the inferior "look" of the copy. Youngsters appreciated the ease of correction, the good looking printed copy, and the spelling checker. In interviews, they said that word processing was "fun and educational." That the project attracted many students who used the computers for writing on their own time is a measure of the success of the technology.

Youngsters who had done poorly in class showed us grades of A's and B's for reports written on the computer. One student, who received an award from science class for a report written in the library said that her parents would faint when they saw it, because it was the first award she had ever received in school.

The teachers involved in the project reported that there was a great difference between students' attitude toward manual writing and toward computer assisted writing. While students "would rather do anything than write by hand, they were quite happy to compose on the computer."

As measured on a questionnaire, students repoded positively that they like to write. At the beginning of the project, the responses were: Never 9.6%, Seldom 16.9%, Often 52.4%, Always 21%--the two positive categories when collapsed were 73.4%. At the end of the project, the responses were: Never 11.6%, Seldom 22.3%, Often 48.8%, and Always 17.4%, resulting in a 66.2% when the two positive categories were collapsed. Although the ending figure is lower, it is very telling that the percentages are very high on the positive side. This is in contrast to the finding of the Writing Report Card (Applebee, 1986), which found that 41.2% of students in the eighth grade said that they liked to write most of the time (down from 57% in the fourth grade). There is an important point concerning the population: Many of the youngsters had written with computers before this time at Stetson or at their elementary schools. This was not a population,

therefore, that had no previous experience with writing with computers. The children were already familiar with it.

In answer to the statement "It's easier to write with a computer than by hand," students responded at the beginning of the project: Never 4.9%, Seldom 9.8%, Often 23.6%, and Always 61.8%; collapsed positive categories 85.4%. At the end of the project: Never 4.8%, Seldom 8%, Often 23.2%, Always 64%; collapsed positive categories 87.2%. This finding fits in well with a nationwide survey of 8,000 teachers and principals in which one area of benefit of computer use was student motivation (Becker, 1988).

Therefore, although there was little change in attitude toward writing and writing with computers, there was a very strong positive attitude toward those two activities. Our experience with the project leads us to believe that there is a strong relationship between writing with computers and a positive feeling toward writing.

4. Objective four: to ascertain changes of attitude of students who use the writing facility towards the library.

There were two measures used for attitude toward the library: student attendance and a survey.

During the year, the library was opened at 8:00 am, forty-five minutes before the beginning of the school day. There was always a crowd of students in the library: to use the computers for writing or for access to educational software and Print Shop and for general library use. Coming to school early and voluntarily using the library was a very meaningful portrayal of a positive attitude.

On the survey, there were two statements about the library. In response to "The library is helpful to my school work," the beginning percentages were: Never 2.5%, Seldom 7.4%, Often 33.6%, Always 56.6%; collapsed positive categories 90.2%. At the end of the project, the responses were: Never 3.2%, Seldom 12.1%, Often 34.7%, Always 50%; collapsed positive categories 84.7%. The response to the statement "I enjoy using the library," was: (beginning) Never 4%, Seldom 15.2%, Often 38.4%, Always 53%; collapsed positive categories 80.8%. (End) Never 7%, Seldom 17.5%, Often 31.7%, Always 43.7%; collapsed positive categories 75.4%.

As with the responses toward writing and writing with computers, the final percentages were slightly lower at the end than at the beginning. However, the telling point is that there were strong positive responses. There was little change, but there was a very positive attitude.

In response to an open ended statement "The library at Stetson could be improved by:" students indicated that they wanted more computers, more books, more chairs and more access time.

5. Objective five: to ascertain changes of attitude of teachers toward writing with computers.

Teachers were interviewed and a questionnaire was given to determine attitude of teachers toward writing with computers. Teachers reported that students were very enthusiastic about using computers for writing, found it more exciting, and tried harder at the process. Writing became a more important activity for them.

A survey was given at the beginning and end of the project. The results were similar to the student survey. While they reported very positive attitudes, there was little change from the beginning to the end of the school year. The responses to the statement "Computers help in the writing process," teachers responded: (beginning) Never 0%, Sometimes 5.3%, Often 63.1%, Always 31.6%, collapsed positive categories 94.7%; (end) Never 0%. Sometimes 0%, Often 81%, Always 18.7%, collapsed positive categories 99.7%. In response to the statement "Students enjoy using computers for writing, the percentages were: (beginning) Never 0%, Sometimes 5.3%, Often 57.9%, Always 36.8%; collapsed positive categories 94.7%; (end) Never 0%, Sometimes 6.25%, Often 56.25%, Always 37.5%, collapsed positive categories 93.75%. Therefore, although there was little change, very positive responses were reported. In addition, teachers at Stetson have been purchasing computers and spending time learning computer skills on their own and attending classes at state supported computer centers (RCRC's) at Temple University and Philadelphia College of Textiles and Science.

6. Objective six: to canvass the opinions of administrators, teachers, and students concerning the facility and its impact on the school.

During the course of the year, the administrators became convinced of the educational worth of the project. They observed the youngsters hard at work and making progress in their writing.

While reluctant about mixing computers and books in the beginning, at the end they were talking about "expanding the project." One of the vice principals mentioned that other libraries he visited seemed lifeless compared to Stetson's. They found that the project ran smoothly, without problems, and was well organized.

Many teachers and observers have commented on the productive atmosphere, one of "joyful learning" in the library. Teachers reported that students were enthusiastic about using the library computers for writing. The teachers felt the project was a valuable use of the students' time. One of the teachers discussed the fact that the students responded well and worked hard was evidence of their affinity with the technology. He felt that more computer based, individualized instruction would be very beneficial for these students.

Students said that they enjoyed computer assisted writing, that their grades improved and they received the help they needed from the library staff. They found it easier to write using computers and easier to correct their mistakes. The facility helped with their work;. However, they would like to have more computers available.

7. Objective seven: to determine if there is a change in behavior (attendance or conduct) among students who are using computers for writing.

Teachers reported that there did not seem to be an improvement in attendance in students who were scheduled to the library for computer assisted writing. (This may be attributable to the fact that there would have been about five weeks between their turns.) However, if the students were absent, they were most anxious to make up their turns. One of the English teachers found that in a few individual instances, youngsters did improve their school attendance during the second half of the year during their participation in the project.

Conduct in the library of the students was excellent--they were too engrossed in their work for poor behavior. In addition, students who had misbehaved, had been suspended, etc. were quite content in the library. In fact, some students who had problems in the school found it a haven.

Conclusions

Based on the writing that the students did, their attitude as observed and surveyed, and the responses of the teachers and administrators in surveys and interviews, the project was a success. The program encouraged the youngsters to write and improve their writing, provided practice in computer skills, and seemed to help their self esteem. Many youngsters used the facility, even in the morning before school opened.

The model of managing a computer assisted writing center in the library proved to be very feasible and an important part of the educational program in the school. Microcomputers in the school library (both for writing and in other applications) are very attractive and motivating. An additional benefit for libraries is that students incorporate information into their writing that they find in books. It is a natural way of accessing and using information.

Discussion and Recommendations

A library based computer assisted writing center in a library could be replicated for the benefit of disadvantaged children in many sites. It is a very viable way of utilizing the technology of computers and the information sources in libraries. It is a possible future goal for many school libraries. However, it should be emphasized that it cannot be done without additional help in the library, preferably a staff person. If a library has a strong corps of volunteers or student aides, it might be possible to manage a writing center in that fashion, although additional staff would be preferable. There is a great deal of instruction (for students unfamiliar with the technology), problem solving for hardware and software glitches, and management of materials involved. This is another service that can be offered in schools, but it is unfair to burden libraries that are already shortstaffed with more work.

Our experience with working with a person managing the writing center was very positive. We strongly recommend hiring community people to work with disadvantaged children, because of their understanding and empathy with the youngsters.

It is very evident both in Stetson's project and at other facilities where children use computers that youngsters pick up computer skills quickly and easily. There does seem to be an affinity between children's abilities and interests and what can be done with a computer. One wonders why this is so, and although some partial explanations concerning control and

equality have been offered, no full explanation seems to have yet been promulgated. However, even though we do not understand the process fully, we can make broader use of the technology, particularly for disadvantaged youngsters, who have not responded to the standard forms of education. This can be done by incorporating computer assisted writing more fully in classes. Since "writing across the curriculum" is seen as a way of learning and a way of promoting writing, utilizing computer technology for writing would seem a very logical way to proceed. In addition, teaching the use of data bases to sort information and making specific, excellent software programs, such as Oregon Trail and Where in the World is Carmen Sandiego freely accessible to children and incorporating them into the educational program would do a great deal in the area of incentive to learn.

Another aspect of the project that worked very well was the cooperation involved. Children learned how to use PFS: Write in their computer science class. The computer science teacher taught word processing at the beginning of the term in order that the students would come into the library already adept. Our project provided practice in word processing skills in addition to creative writing. The English department was very cooperative about scheduling and sending students to us. They were also very willing to discuss problems and reach solutions. The cooperative nature of the project is also recommended to reinforce learned skills.

Future Plans

Although students used information found in the library's resources into their writing, because we were concentrating on the writing part of the project, there was little emphasis on evaluating the information and assimilating it. Our project for next year, funded by PATHS/PRISM, will concentrate on biographies and oral history. Students will read biographies, use data bases to store and sort information, and write reports using computers. They will study oral history methodology, seek local heroes and interview and write about them. A writer and two historians will discuss issues with the children and teach them how to conduct interviews and assess and use information.

We feel that we have found an excellent way to use computer technology with the students at Stetson, and we will continue to encourage individuals and classes to incorporate this superior way of writing into their learning.

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Lewis, P. "The Computer Revolution Revised." Education Life, The New York Times, Section 4A, August 7, 1988, p. 16.

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BUDGET (as of November 1, 1988)

Personnel	\$8,104.00
Evaluation	450.00
Software (PFS: Write)	238.00
Travel for dissemination	300.00
Duplication	126.00
Total	<u>\$9,218.00</u>

Projected Expenses

Duplication of Final Report	360.00
Postage	87.00
Photographs (copies for articles)	35.00
Travel for dissemination	300.00
Total	<u>\$782.00</u>

Total Project Expenses (Baber Research Award)	\$10,000.00
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MATCHING FUNDS

Hardware

Apple IIGS 1.25 Megabyte RGB Color Professional System: Apple 3.5 800K Double Sided Drive, Apple 5 1/4" Drive, Apple RGB Color Monitor, Memory Expansion Card with 1 MB Memory	5 @ \$1762.00	\$8810.00
Apple ImageWriter II printers	2 @ 388.00	776.00
(The prices for hardware were contracted through the Commonwealth of Pennsylvania)		

Computer Supplies: paper, ribbons, diskettes	390.00
PFS:Write (II GS)	185.00
Electrical outlets installed	1500.00
Security (barred gates)	2000.00

Total Matching Funds (School District of Philadelphia)	<u>\$13,661.00</u>
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GRAND TOTAL	<u>\$23,661.00</u>
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EVALUATOR'S REPORT

The Quality of Writing Assessment

Writing Sample and Assessment Measures

1. To measure the quality of writing that students did within this writing project, individual writing samples of ten students (total - 314 pieces of writing) were assessed in both pre and post stages of the second semester. These students were selected randomly from one class as a sampling of one "community of writers" who participated in the program.

The assessment measure was the McCaig Analytical Writing Scale Model shown on the next page. This instrument is most appropriate when assessing school writing for pre/post measures when several kinds of writing assignments are being assessed, i.e., expository, expressive, transactional, etc. It creates holistic combinations of traits including the writing focus; expression; organizational and ideational development; spelling, usage and grammar; sentence structure; paragraphing; use of details; interpretation and critical thinking. This measure uses seven levels, from the lowest level (1) of just being able to be understood to the highest level (7) of critical thinking and rich expression.

2. A second method of assessment used was observation and informal interviewing. This evaluator visited the library on several occasions and spoke with Dr. Bender and the library staff and students in order to view the interactive processes of activities and contexts.

EVALUATOR'S REPORT

WRITING EVALUATION

McCaig Model

WRITING LEVEL

SKILLS

- | | |
|---|--|
| 1 | May be understood
One or two thoughts on a topic |
| 2 | Readily understood when read aloud
Three or more thoughts on a topic* |
| 3 | A completed series of ideas on a topic
*Adequate skills in spelling
*Adequate skills in punctuation
*Adequate skills in usage |
| 4 | Competent in sentence sense
Competent in spelling
Competent in punctuation
Competent in capitalization
Competent in use of facts or details
Awareness of principles of paragraphing
*Awareness of principles of organization |
| 5 | *Highly competent in overall organization
Highly competent in sentence structure (variety)
Highly competent in vocabulary (word choice)
Highly competent in focus of selection of ideas |
| 6 | Superior in specific details
Superior in interpretations
Contains critical thinking (conclusions)
*Contains one or more of the following:

Figure of speech, wit, insight, cohesive
development, originality |
| 7 | *Is sustained in vitality and richness of
expression
May contain non-literal language |

* A critical trait

EVALUATOR'S REPORT

Results of Assessment

1. All ten students improved their writing by at least one level on the McCaig scale.

Most of the students averaged a "1" or "2" on the scale in the pre section of the assessment. The "1" level means the writing "may be understood" and has "one or two thoughts on a topic." During the post phase, the students went up to a "2" level (minimum) of "readily understood when read aloud" and "three or more thoughts on a topic" or a "3" level with "a completed series of ideas on a topic, with adequate skills in spelling, punctuation and usage."

2. The evidence of the drafting that the students did using the word processing program reflected students' increasing control of their writing. They began to polish their papers.

3. Two students skipped two levels (made "leaps" in their progress). The first student went from a two-sentence story (pre phase) to a longer narrative of several paragraphs (post phase). The second student went from brief sentence segments (pre phase) to a page-length list in gathering facts about a topic.

Discussion

The development of writing abilities never takes place out of context; in other words, writing competencies emerge from the contexts for writing. Writing research has shown that the underlying assumptions of the writing model, the teacher's attitudes toward teaching writing, the writing assignments, availability of the word processor all impact on how the students develop their writing skills. The positive results reported above were also the result of the general library environment in which the writing occurred as discussed below.

EVALUATOR'S REPORT

Contexts

1. The pre phase of the writing activities reflected an instructional approach that provided different kinds of writing assignments and provided the kinds of format and structure that beginning writers need. This instructional approach was supportive and facilitated writing improvement over time.

For example, the assignments included personal or expressive writing on selected topics, report writing, letters, editorials, book reports and article writing (Dr. Martin Luther King, Jr. was one topic). The writing formats ranged from one paragraph, listing, letter format, personal essay and report writing. This instructional approach emphasizes writing process and product as a model in a traditional classroom setting without the use of the word processor.

2. The post phase involved the use of the word processor along with the computer programs that were creative, open-ended and elicited student input for topics, getting started, and forms for report writing. Another important change was the "community" context of writing activity, and the support of the library staff and continuous guidance in using the dictionary (placed by each computer). According to Brenda, the library assistant, "It takes just a few days for the kids to be on their own after they start using the computers. We put a dictionary by the computers, and, at first, I had to remind them to use it. Now they use it constantly. They reach for it while they're still proofreading their screens."

On a day that I observed the students using the computers, it was still fifteen minutes before the school's first bell, yet sixteen students sat around ten terminals engrossed in their computer activities. One girl was printing out a banner, another was working on a science paper, and one computer group was engaged in trying different approaches to a report.

EVALUATOR'S REPORT

Summary

The results of this section of the writing program strongly suggest that students who are provided with a context for writing that includes word processors with word programs and dictionaries and support staff do improve their writing skills in measurable terms. The increased drafting of papers, positive attitudes toward writing activities and increased report writing using library materials are also evidence that writing activities increase as students gain control over their writing.

EVALUATOR'S REPORT

Appendix

EVALUATOR'S REPORT

Student PRE/POST scores

McCaig Model Scoring (Average scores)

NAME	1	2	3	4	5	6	7
Robert Cannon	pre	post	-post				
Debbie Dougherty	pre	post	-post				
Jerry Gilmore		pre	post				
Kathy Latimer		pre		post			
Yolanda Morales		pre	post				
Cathy Rivera	pre	post					
Felix Rivera		pre	post				
Geroge Rodriquez			pre	post			
Nahia Turner	pre	post	-post				
Marvin Valequez	pre	post					

Responses to Student and Teacher Surveys

The research study was conducted in one location, Stetson Middle School in Philadelphia, with classes selected on the basis of being enrolled in computer science class, and being able to fit into the schedule of the project. (Although eighth grade classes were targeted, one seventh grade was included because of rostering difficulties.) Since part of the project was to provide open time, and many youngsters from untargeted sections participated, few comparisons among children or sections would have been valid.

In interpreting the results of the survey, some factors need to be considered. In general, test taking is not an activity that most of the students are skilled in or which they regard as meaningful. The test scores for youngsters in the building as a whole are quite low, and the scores do not reflect the abilities of the children. Therefore, the scores that are reported here are more indications of the students' attitudes than as absolute numerical values. Overall, although there is a decline in some of the positive responses, for example, in the item "I like to write" which elicited a 73.4% collapsed often/always response at the beginning of the project, but a 65.4% collapsed often/always response at the end of the project, the most important point is that that so large a proportion of the population reported in a positive manner.

More meaningful than the student survey are the evaluator's report, which dealt with the quality of the writing; and the attitude of the children as exhibited by the quantity and quality of their work. The evaluator's report showed that the children progressed in their writing. Participating in the project and producing a body of writing demonstrated the very positive attitude of the youngsters toward computer assisted writing.

Concerning the student questionnaire: some of the items were taken from The Writing Report Card (Applebee, 1986), others created for the purposes of our study. In the student survey, 125 usable questionnaires were tallied. Because of the high absence rate and transient nature of the population, questionnaires were sorted and tallied only if there were two questionnaires for each student--indicating that the student had been present at the beginning and end of the project. All the teacher questionnaires were tallied, with 36 returns. While the responses to the open-ended questions (questions 14-19 for teachers, questions 14-23 for students) were read and considered, no final tally was compiled at this time. That could be part of a future analysis, if further manipulation of the data seems warranted.

TEACHER QUESTIONNAIRE

		NEVER	SELDOM	OFTEN	ALWAYS
1. Computers help in the writing process.	(B) 0.0%	5.3%	63.1%	31.6%	
	(E) 0.0%	0.0%	81.0%	18.7%	
2. Students enjoy using computers for writing.	(B) 0.0%	5.3%	57.9%	36.8%	
	(E) 0.0%	6.25%	56.3%	37.5%	
3. Computer printouts of writing are easier to evaluate than hand written papers.	(B) 0.0%	5.0%	20.0%	75.0%	
	(E) 0.0%	0.0%	42.0%	57.9%	
4. Student writing takes a long time to evaluate.	(B) 0.0%	0.0%	45.0%	55.0%	
	(E) 0.0%	13.3%	73.3%	13.3%	
5. Students who are better readers are better writers.	(B) 0.0%	9.6%	71.4%	19.0%	
	(E) 0.0%	0.0%	62.5%	37.5%	
6. I enjoy writing.	(B) 5.0%	25.0%	35.0%	35.0%	
	(E) 6.6%	6.6%	26.6%	60.0%	
7. People like what I write.	(B) 4.8%	19.0%	57.0%	9.5%	
	(E) 0.0%	6.6%	60.0%	33.3%	
8. People who write well have a better chance of getting good jobs.	(B) 0.0%	4.8%	42.8%	52.4%	
	(E) 0.0%	0.0%	62.5%	37.5%	
9. The students at Stetson need to improve their writing skills.	(B) 0.0%	0.0%	14.3%	85.7%	
	(E) 0.0%	0.0%	100.0%	100.0%	
10. Practicing writing helps learn writing skills.	(B) 0.0%	0.0%	19.0%	81.0%	
	(E) 0.0%	0.0%	18.8%	81.3%	
11. Computers seem to motivate students to learn.	(B) 0.0%	5.0%	40.0%	55.0%	
	(E) 0.0%	0.0%	37.5%	62.5%	
12. Sending students to the library to use the computers for writing is a valuable use of their time.	(B) 0.0%	5.0%	30.0%	65.0%	
	(E) 0.0%	0.0%	50.0%	50.0%	
13. Computers will play an increasingly important role in education.	(B) 0.0%	5.0%	15.0%	80.0%	
	(E) 0.0%	0.0%	43.8%	56.3%	

(B = beginning of project, E = end of project.)

STUDENT QUESTIONNAIRE

		NEVER	SELDOM	OFTEN	ALWAYS
1. Writing is important.	(B) .8%	6.4%	44.8%	48.0%	
	(E) .8%	2.4%	39.5%	57.3%	
2. Writing helps me remind myself and others about things.	(B) 6.4%	12.8%	43.2%	37.6%	
	(E) 3.2%	21.6%	52.0%	23.2%	
3. Writing helps me study.	(B) 9.6%	11.2%	36.8%	42.4%	
	(E) 4.0%	16.9%	34.7%	44.4%	
4. Writing helps me tell others what I think.	(B) 14.4%	15.2%	43.2%	27.2%	
	(E) 10.6%	24.3%	43.1%	21.9%	
5. Writing helps me understand my own feelings.	(B) 24.6%	18.9%	28.7%	27.9%	
	(E) 23.7%	18.6%	41.5%	16.1%	
6. Writing helps me show people I know something.	(B) 4.6%	10.0%	41.5%	43.8%	
	(E) 4.0%	11.2%	48.0%	36.8%	
7. People who write well have a better chance of getting good jobs.	(B) 5.6%	13.6%	41.6%	39.2%	
	(E) 6.7%	12.6%	49.6%	31.1%	
8. I like to write.	(B) 9.6%	16.9%	52.4%	21.0%	
	(E) 11.6%	22.3%	48.8%	17.4%	
9. I am a good writer.	(B) 7.4%	18.9%	56.6%	17.2%	
	(E) 8.2%	21.3%	54.9%	15.6%	
10. People like what I write.	(B) 7.2%	28.0%	54.4%	10.4%	
	(E) 2.5%	24.0%	64.5%	9.1%	
11. The library is helpful to my school work.	(B) 2.5%	7.4%	33.6%	56.6%	
	(E) 3.2%	12.1%	34.7%	50.0%	
12. I enjoy using the library.	(B) 4.0%	15.2%	38.4%	42.4%	
	(E) 7.0%	17.5%	31.7%	43.7%	
13. It's easier to write with a computer than by hand.	(B) 4.9%	9.8%	23.6%	61.8%	
	(E) 4.8%	8.0%	23.2%	64.0%	

(B = beginning of project, E = end of project.)

QUESTIONNAIRE

HOW OFTEN IS THE FOLLOWING TRUE?

Place a check mark on the line that comes closest to your opinion.

	NEVER	SELDOM	OFTEN	ALWAYS
1. Computers help in the writing process.	—	—	—	—
2. Students enjoy using computers for writing.	—	—	—	—
3. Computer printouts of writing are easier to evaluate than hand written papers.	—	—	—	—
4. Student writing takes a long time to evaluate.	—	—	—	—
5. Students who are better readers are better writers.	—	—	—	—
6. I enjoy writing.	—	—	—	—
7. People like what I write.	—	—	—	—
8. People who write well have a better chance of getting good jobs.	—	—	—	—
9. The students at Stetson need to improve their writing skills.	—	—	—	—
10. Practicing writing helps learn writing skills.	—	—	—	—
11. Computers seem to motivate students to learn.	—	—	—	—
12. Sending students to the library to use the computers for writing is a valuable use of their time.	—	—	—	—
13. Computers will play an increasingly important role in education.	—	—	—	—

14. What is the future of students' use of computers for writing?

15. What would encourage teachers to assign more writing?

16. Do you own a computer?

17. Have you taken a course about computers? When and where?

18. What uses do you make of computers? Please indicate hours per week of each.

19. What is your opinion of the 1987-88 cooperative writing project (English, computer science, library)?

NAME:

DATE:

SUBJECT:

SECTIONS TAUGHT 1987-1988:

STUDENT QUESTIONNAIRE

NAME:

SECTION:

DATE:

ARE YOU: MALE _____; FEMALE _____

ARE YOU: BLACK _____; WHITE _____; HISPANIC _____; OTHER (WHAT?) _____

HOW OFTEN IS THE FOLLOWING TRUE?

Place a check mark on the line that comes closest to your opinion.

	NEVER	SELDOM	OFTEN	ALWAYS
1. Writing is important.	___	___	___	___
2. Writing helps me remind myself and others about things.	___	___	___	___
3. Writing helps me study.	___	___	___	___
4. Writing helps me tell others what I think.	___	___	___	___
5. Writing helps me understand my own feelings.	___	___	___	___
	NEVER	SELDOM	OFTEN	ALWAYS
6. Writing helps me show people I know something.	___	___	___	___
7. People who write well have a better chance of getting good jobs.	___	___	___	___
8. I like to write.	___	___	___	___
9. I am a good writer.	___	___	___	___
10. People like what I write.	___	___	___	___
	NEVER	SELDOM	OFTEN	ALWAYS
11. The library is helpful to my school work.	___	___	___	___
12. I enjoy using the library.	___	___	___	___
13. It's easier to write with a computer than by hand.	___	___	___	___

14. Have you used a computer?
15. What did you use the computer for?
16. Where was the computer?
17. Have you ever used a computer for writing letters, stories, papers, or other things?
18. How many hours a week did you use the computer for writing?
19. How many times a week do you use the library?
20. Do you use the library in school or the public library?
21. I use the library for:
22. The library at Stetson could be improved by:
23. Write a paragraph describing your favorite TV show, film, music video or music and tell your reasons for liking it.

Student Writing

The following section contains examples of writing that youngsters did on the computer. The writers found that the computer was an excellent sounding board for problems and concerns. Since much of the writing is personal, names of the students were removed.

While evaluation of the writing was a component of the project, the process of writing was the most important element, therefore, some errors still obtain. In addition to personal writing, assigned reports were written, with many students receiving A's and B's for them, in contrast to their previous D's and F's. More commonly, reports had not been completed in the past.

Living alone would be...

Living alone would be fun. It would give me a chance to learn about responsibility. I would be able to do things more freely. No one would be around to tell me what to do. It would be a lot of fun. I'd have parties mostly every weekend. I would have friends over all the time. The bad thing about it is there is no one there to pick up after you. You're not going to have it as easy as you did when you were living at home. You have to pay your own bills, and take care of the household.

One talent I wish I had is...

I wish I could be talented at dancing. I can't dance. When I go to parties or a dance, I feel funny dancing. I feel as if everyone is watching me. When I go to a party, it takes me two hours to start dancing. That's why I wish that I could dance good. I enjoy dancing very much. I get a insecure sometimes about the way I dance. I worry too much about what other people think of me.

If I could, I'd invent...

If I could, I'd invent a robot. The robot would do all of our daily house chores. It would clean all of our bedrooms. The robot would make us breakfast, lunch, and dinner. I would design the robot to walk, talk, act and look like a person. The robot would do all of our food shopping. I would also, design the robot to have our taste in food and clothes, so this way we wouldn't have to tell it what to get us when it went shopping, it would know. If only I could invent something like this, life would be so much easier.

My Little Sister

I have a mature, three year old, sister. She is the most vicious kid you could ever see. Some people would think that she was a saint; that's only until you get to know her. She seems to think that everything she dose is okay. The problem is my mother always agrees. On the other hand my father dose not agree with anything my sister dose.

My sister isn't really my sister. She's my uncle's daughter. She was what some people call abandoned. Her mother left her in her house alone when she was only months old. Well my uncle took my sister to my old house and my mother has taken care of her since. my mother has adopted her.

My sister's name is Norma Iris Flores, but everyone we know calls her niffy. Usually everyone asks, "where did we get such a funny name." We got it from her first initials such as N from Norma, I from Iris, and F from Flores. (NIF)

My little sister loves to dance. She was an early starter because she was walking since she was a one year old.

My sister was born at Temple University on October 17, 1984. She is now three and 1/2 years old.

That's all I know about my little sister. Little miss Norma Iris Flores.

When I Am Bored, I...

When I am bored I usually think about things. Like, my boy friend and our future and our plans and goals in life. I also think about all the guys I like and don't like and the reasons. Sometimes I think about my old boy friends and the times we shared together and all the things we shared. And sometimes I think about my future when I move out of my house and have my kids and husband. Sometimes I think about a different way to paint my nails and I do it.

WHEN SOMEONE YELLS AT ME...

I hate it when someone yells at me for no reason what so ever. When someone older yells at me I wish I could yell at them back, but I also usually respect my elders. When it's my mother, that is something different because she doesn't yell at me for no reason. When my mother yells at me it's because I have did something wrong. So I can't blame her for that, I have to blame myself then.

The Saddest Day Of My Life

The saddest day of my life was when my favorite brother Michael had gotten killed. I was so scared I did not know what to do. All I could think about was that he was gone and gone forever, but he will always be with me in my heart and in my dreams.

KIDS

Kids are special to me, they make me smile when I'm happy or sad but best of all they are so cute and sweet, sometimes. I have lots of kids in my family, like neices and nephews, I have five neices and four nephews. I just love kids.

I Always No What To Do When

I always no what to do when a baby cry's, it would be out of three things a new dipper, the baby is tired or he or she is hungry.

If I had Three wishes...

If I had three wishes, the first one would be for my mother to be alive, and healthy. My second wish would be to be trapped on an island with John Stamos. My third wish would be for all the people in the world to live forever with no pain, death, grief, or sorrow, and for everyone to live the way they want. If I were to be granted these wishes I'd be the the happiest person in the world. well, that's almost. If I were to grant 10 more wishes then I'd be the happiest person in the world.

I'VE NEVER FELT GOOD ABOUT...

I've never felt good about lying. Everytime I lie to someone, they always end up telling finding out the truth. For some reason I can't lie. What I mean is that when I lie I try to put a little bit of truth in it so if they find out at least it won't be as bad. But lying was never one thing I was good at.

THE MOST UPSET I EVER WAS

The most upset I ever was was when my mother blamed me for something I didn't even do. It was about a month ago when my mother put twenty-five dollars on her dresser and when she came home it was gone and soon as I got home from my friends house she seen me with new things and from then on she had thought that I had taken it she kept on giving me the third degree I tried to keep telling her that my father had given me I didn't really care that she had kept blaming me for it long as I know that I didn't take it but what really got me steamed is when she took away my allowance from her for two months that's what really got me mad and then she said she was going to put me on punishment for two weeks and I said your committing me for a crime I didn't even committ but then my sister came home and my mom told her what happened but my sister reminded her that she told her to take the money off of her dresser to get a new antenna for our tv set my mom applogised but I was still but boy was I relieved.

THE END....

WHY I DISLIKE SOME OF MY TEACHERS!!

Some of my teachers get on my top nerve. I'm not mentioning any names but there's one in particular that I just can't get along with. He thinks he's God's gift. I wouldn't mind if all he had to talk about was what he teaches but I mean he brags about his life as if he was something big. It looks as if he didn't have anything better to do or anything better to give us. I also don't get along with another particular teacher. Her name I can not give you but she is a pain in the side. She treats her students like little babies. I admit sometimes we deserve that kind of treatment but not always. I would rather a teacher treat us with reaspect rather than like babies. I'm not say- I don't get along with my teachers just some of them. Other than the teachers I've mentioned I get along well with my teachers.

THE END!!!

Living alone would be

Living alone would be a great thing for me. I would have my own privacy and room. I would have my own bathroom, so I would not have to wait for anybody to get out. I would not have to listen to anybody but me. I could stay up as long as I want. I would get as much closet space as I need. I would eat when I want to and go out when I want to. Sometimes I would invite some friends over and talk. I would be able to decorate my house the way I want to and I would not have to listen to my brother and sister fight all the time. I would have my little baby niece and my brother come and stay for a while. It would be like a dream to have my own place.

The things I'm scared of

The things I'm scared of is thinking that something might happen to my two familys and relatives. I pray that nothing happens to my foster father and grandma. They were both sick and were in the hospital. When I heard what happened I prayed to God to not let them die and to take care of them. I am also scared that a killer or burgular might come in our home and try to kill us or rob us. I am also scared that something might happen to my brother and my cousin. I hope that he keeps guiding us.

The Saddest Day Of My Life

The saddest day of my life was when I left my foster mom. It was real hard to let go of them after I spend seven years with them. I think about them every day, She writes letters to me and I call them, but for me it's not enough. I would rather be with them to be able to hug them, and feel wormth, and love. I'ts really tough to be a foster kid. I would'nt mind still being one no matter who made fun of me, as long as I love them and they love me.

The Saddest Day Of My Life Was When

The saddest day of my life.It was when I heard that my aunt lost her baby.It was because of her friend.Her friend knew that she was scared to see a lizard.Then one day this so called friend went to her house and showed her a lizard.My aunt just freaked out.The lady took my aunt to the hospital because she got sick.They took her in the emergency room then up stairs.My aunt lost her baby after having three.My aunt did not want nobody to know that she lost a baby girl because of a friend.My aunt said that it was her cat fault so that the lady would not feel guilty.My aunt said that she step in the cat's tail.And this was the saddest day and moment of my life because she could not have any more.

Dear.....,

I'm writing this letter because this year is almost gone, history. I know that after this year I will never see you again. As you know I am a 8th grader and I will be what some people call graduating.

As you know, when we met we did not get along or did we. Right now it doesn't matter because you seem to hate my guts now anyway. Well, weather you hate me or not I will miss everybody. Starting from my best friend to my worst **ENEMY**.

I also want to know why you have such a hatred for me. I don't ever recall doing anything to hurt you or for that matter bother you. If I did I'm SORRY I didn't even know what I did wrong! Even so I am still not going to be here next year .

I just wrote this letter to make myself clear to you. IF it was something I said I want to know because I Rosa Linda Castro do not want to make the same mistake twice. They say you learn from your mistakes.

I want to say I am sorry .

YOUR FRIEND,
X.....

I Have Trouble sleeping when.....

I have trouble sleeping when I get in a fight with my boyfreind or mom or dad. See it all starts if me and Dave(my boyfriend) get into an argument or break up temperally. But see if we fight we always make-up but it's the thing that we fight and it makes it hard to sleep. Or another way I can't sleep is if me and my mom or dad get in to a fight especially if me and my mom fight because we are very close and it makes me upset if we fight. And especially if it is over something stupid. And then if me and my dad fight it's not as bad but it gets kind of upsetting. Because I love both of them very much. And reason I love them so much is for taking away from my mother, because she did drugs and they wanted me and my brothers to have a better life. So it would make it hard to sleep. And that's when I have trouble sleeping.

MY WISH TO THE WORLD!!

If I had one wish to give to the world, it would be world peace. It would be for love to over-power hate. For envy to become gratitude. For life as we now know it, to become more serene and peaceful. For people to have gratitude for one another and not take them for granted. To have people like you for what you are on the inside and not for your appearance. To have a friend thank you just for being there when they needed you the most or you thanking them. It would be such a joy to see all the human race getting along without any argument about who's ethnic group is the best and who's isn't. It also would be a joy to see children growing up without all the violence that is around them. Yes, if I had a wish for the world it would be peace between all humans.

If I had a wish for men, it would be for them not to have such egotistical minds. If they see someone who doesn't look real tough they have to start something with them. It's true, men are something we can not live without, but I wish they'd show more respect toward women. They act like women can't take care of themselves. As if we were so helpless we could not survive without their help. I feel, sometimes that we are being treated differently because of our sex. Yes, if I had a wish for all men it would be for men to treat women with more respect!!!!!!

If I had one wish to give to all teachers it would be for them to have more creativity. I would like to sit in class and acully enjoy the lesson. Teachers have this problem of making classes unenjoyable. They make learning the boringest thing on earth. I think if teachers had more creativity pupils would attend school without hating it. OH, I know some teachers do have creativity, but they don't use it wisely enough. They to have a problem understanding what children like and what they dis-like. Yes, if I had one wish for the teachers of AMERICA it would be creativity.

THESE ARE THE THINGS I WOULD GIVE THE WORLD IF I HAD THE POWER TO DO SO !!!!!!!!!!!!!THE END!!!!!!!!!!!!!!!!!!!!

FIFTY MILES
FOR
FIFTY YEARS

This reviewer feels that this story was great!! It had spirit, it had pizzazz, there is nothing to change. It hit me with surprise, this reviewer thought it was going to be boring but this reviewer was caught by his own mistake. This reviewer loves ghost stories and scary stories but this had a little of both and that's what this reviewer likes. The way it was told kept me on chair end suspense. Like this reviewer said there's no way you can change this story no way you can.

On a scale of one through ten it's a 10!!!!

MONSTER FRIEND

One day Mike was walking home from school and walked into a monster but he thought it was a tree but trees aren't hairy. It had three eyes and two noses and one mouth but they became good friends so did Mike's parents. But at school there was a mean bully. So the next day the monster turned invisible and Mike brought it to school, and the monster turned him upside-down and out came thirty dollars of lunch money and all the kids retrieved their lunch money. And the bully was so scared he turned into the biggest wimp in the school. And the monster showed himself and all of the kids became friends with the monster even the old bully did, and there was no more bully in the school because of the monster. But the next day he told Mike he had to leave and he did. Then there after the monster spent the summers with Mike so he wouldn't miss the monster.

THE
END

CINQUAIN

CARS

Black, Beautiful
Drives, Moves, Transports
I like fast cars
LAMBORGHINI

Sports

Fast, Exciting
Run, Hit, Throw
They are good players
Basketball

DANCE

Jazz, Tapp
Fast, Fierce, Moving
Some like it HOT
Ballet

Danny

Funny, Crazy
Laughs, Jokes, Plays
He's just pretty good
Flown

Rosa

Crazy, Happy
Dance, Fights, Plays
She's just so RAD
FIERCE

CELTICS

GREAT, FANTASTIC
WORK, PLAY, WIN
THEY ARE THEE BEST
CHAMPIONS

Student Stations

Each student had a booklet at his/her station with ideas for writing and a list of the most important proofreading areas. In addition, a dictionary was located by each computer (and the software, PFS: Write contained a spelling checker). The following section contains the student writing booklet.

PROOFREADING LIST

If you use this proofreading list carefully, you will be able to avoid many mechanical mistakes in your written work. This list does not cover every mistake in writing but covers the most common ones.

Look for these things when you proofread.

1. Make sure your name and date are on the paper.
2. Check title. Important words should be capitalized.
Some UNIMPORTANT words are:

the	a	on	and
to	an	of	or
for	by	in	
3. Check sentences.
 - A. Make sure you have one complete sentence and not a fragment which is part of a sentence.
Examples:
 1. Joe ate a sandwich for lunch. (SENTENCE)
 2. While we were eating. (FRAGMENT)
 - B. Don't have run-on sentences. A run-on sentence is a sentence that has too many ideas and should be broken up into smaller sentences. (SOME RUN-ON SENTENCES CAN BE SPOTTED BECAUSE THEY HAVE MORE THAN ONE "AND" IN IT).
Examples:
 1. Last spring we had a picnic we played softball and had races. (RUN-ON)
 2. All of the birds left the nest except for the smallest one and he was afraid and he started to chirp loudly. (RUN-ON)
 - C. Don't start sentences with these words:

and	because	well
but	so	

Example:
And the boys were surprised. (INCORRECT)
The boys were surprised. (CORRECT)

4. Check capital letters for:
 - A. beginning of each sentence
 - B. proper nouns

Examples:

First Federal Building
Robert
Cheltenham
Arrowhead Lake
Arizona State College

 - C. the first word of a direct quotation
 - D. unneeded capitals
5. Check for misspellings and change.
6. Check paragraphs.
 - A. Indent the beginnning of a composition.
 - B. Combine sentences that cover the same topic.
 - C. Change paragraphs when there is a change in time, place or action.
 - D. Start a new paragraph when changing speakers when using direct quotations.

If I were the President...
What makes me happiest is...
If I had three wishes...
If I had a million dollars...
If I were the teacher...
When I have my driver's license...
I dislike school when...
The kind of job I would like is...
It makes me tired when I have to...
If I had to go to the hospital...
My parents never let me...
I wish my parents...
If I could write the rules...
On Saturdays I like to...
If I had a car...
It makes me happiest when...
People love me because...
If I ever get married...
At home I am...
After school I like to...
Sometimes I waste time by...
This Christmas, I want...
When I am in Puerto Rico...
The best thing that happened yesterday was...
I always get mad when...

I like to wear...
My favorite singer is...
I never have enough money for...
A country I'd like to visit is...
I always know what to do when...
When someone yells at me...
My biggest goal in life is...
When I was a small child...
The best movie I ever saw was...
When someone helps me...
When I first wake up in the morning...
The most upset I ever was...
More than anything, I wish I could...
It seems like I never get to...
My favorite movie star is...
I never know what to do when...
Rainy days make me feel...
I have trouble sleeping when...
The perfect vacation would be...
If I could choose a pet, it would be...
My favorite TV show is...
I never have enough time for...
I like to talk on the telephone to...
My favorite sport is...
The best thing to ever happen to me was...
I think homework is...
A famous person I wish I could meet is...

My favorite pastime is...
I dream about...
Living alone would be...
I was sickest when...
On my next birthday...
My favorite food is...
I wish I were better at...
I look most forward to...
If I could change one thing...
I'd like to get a letter from...
When I need to be alone, I...
I need to learn how to...
I learn best by...
My favorite possession is...
What makes my parents happy is...
I'm most afraid of...
I wish I could be like...
I wish I could look like...
I'd like to throw away my...
When I get hungry...
If I could buy a car, it would be...
The best shoes I ever had were...
I like my friends because...
I've never felt very good about...
The last time I made a mistake was when...
The best thing about me is...
The hardest thing for me is...

When I am older, I...
I really hate myself when I...
More people should share their...
For breakfast I would rather have...
I almost never think about...
In the year 2000 I will be...
The saddest day of my life was when...
The best time of the day is...
Teachers should have to...
The best compliment I ever received was...
More people should care about...
One talent I wish I had is...
When I am twenty-one...
I need to be more patient when...
My family is...
Weekends are...
It was an embarrassing moment for me when...
When I am bored, I...
On the radio, I like to listen to...
If I could, I'd invent...
Children...

IDEAS FOR WRITING

1. You are a tiny creature and you wish to convey your viewpoint to the world. Be an ant describing a picnic table and its contents, a tiny worm on the inside of a watermelon, a mouse describing his kitchen, or any other small creature you want to be.
2. Write a short news item about something that happened at Stetson. It can be made up.
3. Imagine what it's like to live in the country. Write about a person who has just moved from Philadelphia to a farm. Point out the advantages and disadvantages, and what that person would miss about the city.
4. Choose some object or place at Stetson and give it a voice. You may pick anything you like. Here are some examples: the hallway, a desk, a discarded pencil, a pencil sharpener, the chalkboard, the flag. What is it like to be that object?
5. Imagine a huge trash can big enough to swallow all the world's discards, those things that cause problems and pain for people. Now list the things that you would throw in and explain why you'd throw away each one.
6. Everyone makes Christmas lists mentally if not written. Think in terms of what you'd rather not have, giving a reason for your request. Name and explain ten things that you don't want. Make this funny if you'd like.
7. How do you treat your pet? What would your pet's answer be? Pretend that you are your pet, and you're describing what your master is really like. You as the pet will describe you, your habits, personality and lifestyle.
8. If you were given three things which you really needed in your life what would they be? Think about it and explain why you think you would receive these three things.
9. Do you like your name? Have you ever wished that it was something else? Why? A name is something that most people accept and leave the same; a few people do go to the trouble to have their name changed. Whether you like your name or not, think of another name that you would choose, and explain why you like that name. How would that new name make you feel? Explain.
10. What magic trick would you most like to perform: making a teacher disappear, cutting your little sister or brother in half, or levitating a friend? Think about it and describe the trick completely. What would you wear, what would your assistants look like, what music would be playing, and most

importantly, exactly what would the trick be like?

11. Take the viewpoint of something caged such as a fish in an aquarium or animal in a zoo. What do they think of our gaping, poking and our noisy invasion of their privacy?

12. Part of choosing what you want to do with your life is knowing what you don't want. Think of two jobs that you don't want to have as an adult and explain why.

13. Video games are very popular. The ideas are often extremely simple such as Pac Man, in which a big mouth eats dots while being chased by monsters. Think of a new video game. Name it and explain it. It can be as crazy or original as you like.

14. If you were an animal being hunted, what would your feelings be? Pick any animal or creature that is hunted: rabbits, birds, fish, squirrels, deer or raccoons. Take the reader through the experience of being hunted from the appearance on the scene of the hunted through the kill or catch, or until you escaped, however you decide to have it turn out.

15. What scares you? Imagine that you are in a frightening situation and write about it. Describe the scene, and then tell what happens.

16. How would you feel if you were blind? What would your life be like?

17. Imagine that you have to hide. Write a description of the place where you would hide.

18. Create your own fairy tale. It can take place in the future instead of the past if you desire.

19. You have just received a job application or an entry form for a contest. Part of the requirements states that you must explain what your five best qualities are, as well as your five weaknesses.

20. Pick what you consider is the perfect age. Explain what makes that particular age seem so desirable to you. What would happen; what would you do?

21. Were there things you wanted to do last summer, but didn't? Think of some imaginative situations, like being on tour with Michael Jackson.

22. Write your will. It doesn't have to be serious. You can leave ridiculous things to ridiculous people.

23. Think of a new product. How would you advertise it?

24. Do you daydream a lot? It's an easy way to travel, to relax, to entertain yourself. Describe a recent daydream, or make one up.

25. What do you think a good neighbor is? Explain.

26. What do you think life will be like twenty years from now?

27. People who have survived such ordeals as prison camps or hostage situations must play 'mind games', various intricate mind activities designed to keep the mind occupied and sane. A prisoner of war captive explained how he built a new house for his family in his mind, placing each brick and driving each nail. Think of one such activity, explaining it thoroughly.

28. What is your dream house like?

29. Think of your favorite meal. Now describe it for your readers in such language that you will make their mouths water. All the descriptive words should be positive and flattering to the food.

30. Combine two already existing games which you think would make a particularly fun or original new game. You may combine the physical and the nonphysical. Possible games to choose from include hockey, polo, skiing, surfing, lacrosse, racquetball, tennis, badminton, Ping-Pong, chess, checkers, bridge, poker, rummy, Old Maid or any other existing games. Explain how the game would be played and explain the new rules.

31. What are your favorite sights? Maybe it's a mountain vista or how about a table full of your favorite foods? Whatever it is that you most like to feast your eyes upon, describe and recreate the picture that your mind registers through the use of your sense of sight.

32. Is there a certain smell that sets your nostrils twitching? Does the smell of a certain food or foods cooking cause your mouth to water? Describe such a smell and explain what effect this smell has on you.

33. Is there a sound that relaxes, calms and soothes you, or a sound that excites and energizes you? Describe the sound that you really enjoy hearing and explain your reasons for enjoying these sounds.

34. There are sights that the eye sees and the mind and the body reject or feel repulsed by. Describe two sights that you don't like to see and explain why they bother you.

35. There are those sounds that send cold shivers up your spine and those that make your stomach turn. Describe two sounds that you don't like to hear and explain why.

36. Your sense of smell is a sense that warns you and makes you aware before the eye may perceive the source. A repugnant odor may affect your whole mind and body quickly and adversely. Describe two smells that offend you and explain why.

37. Imagine that outer space creatures chose you to communicate with above all others on earth. Describe what these creatures would look like and say. What would their vehicle look like? Imagine the situation, setting the scene for the aliens' appearance, and then describing it in detail.

38. You have been given a unique opportunity. You can plan your own funeral, now, ahead of time. Avoid the hustle and bustle of the pre-wake party. Plan it now. What clothes would you like to be buried in? What music do you want to be played? Which people would be weeping and wailing in the front row? What would the minister say about you? Where would you want to be buried? What kind of flowers would you have there?

40. Think of a time in history that you see as exciting and would wish to visit. First describe the historical event and then describe it as you would change it. Describe the results of your alteration.

41. For practical purposes everyone needs to know how to control his temper. Think of a situation which you have been in when you had to control your temper. Whether or not you were able to control your temper, think of things that you could have done to control your temper and discuss them.

42. Put yourself in a boring situation at home or at school. Have something truly exciting happen in this situation to change it and liven things up. Use your imagination.

43. Money as we know it has been eliminated. What system would you come up with to replace our money system? What would you use instead of money? Think out your system and give a plausible explanation.

44. When you consider the idea behind some of the shows currently on television, you realize that these ideas are unbelievable and often ridiculous. For example, one show's premise involves a boy from another planet with special powers. He comes to earth as a regular high school student, but every once in a while he has to skip school to solve a world problem. You can think of some equally wacky ideas. Come up with a new television show. Explain what the show will be about, the characters, the plot, etc.

45. A new library is being constructed, and the local authorities have selected you as the average American adolescent of the area. What three things would you choose to place in the cornerstone as a time capsule for future generations to discover.

46. Traditions are customs that are the way they are just because they've always been that way. In our changing society, a lot of these traditions are beginning to be questioned and not so easily accepted. For example, at one time it was traditional that women did not work, and men always took care of their women, opening doors for them, making all the decisions for them, etc. Now that many more women have been forced by the economy to go to work, the tradition of men making all the money in the family and all the decisions has changed.

Thing of three traditions that you'd like changed in some way. Explain the tradition and the change you would make.

47. How did your room look today when you left for school? Don't tell about how it looks when it's in order if it wasn't; describe it exactly as it was when you left it. Describe pictures, posters, clothes on the floor, uneaten pieces of cookies, papers on a desk, the unmade bed, money on your dresser and every detail possible.

48. Does a soft rain relax you? How about listening to music in your room? What is it that makes you feel calm and peaceful? Describe something that is relaxing to you. Also describe how you feel.

49. What situation at school do you most dislike? How about an oral book report? Does that make your skin crawl? Think about it and figure out the very worst situation for you at school. Describe the situation in detail including how they make you feel.

50. Is there something you possess which is of great value to you? This value may be sentimental rather than material. Think about and choose your most valued possession, describe it and explain its importance to you.

51. Is there a teacher that you remember for a voice, a gesture, an act of kindness or unusual teaching methods? Try to go back in time to your very early school years and choose a most memorable teacher and describe that teacher, remembering how you viewed him or her at the age at which you were taught.

52. What will you look like twenty years from now? How will you act? What will you do? Describe yourself, answering

these questions and others that will help you give a total picture of you twenty years from now.

53. Describe your dream car and take the liberty of adding any accessories that you want. Money is no object in your dreams.

Database

The following six pages contain a printout of the database of the youngsters who participated in the writing project. The categories are: gender, ethnic group (Hispanic, Black, Anglo), beginning test score in the city wide test in language arts (A TEST SCORE), the scores of the same test given at the end of the school year (B TEST SCORE), English grades, and days absent during the year. Each line represents one student.

Report: FINALREPORT

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
M	H	7-	40%	41%	No Record		
M	H	7-?	53%	50%	No Record		
F	A	7-2	55%	53%	F,F,F,F		3
M	A	7-2	52%	53%	B,C,F,D		14
M	H	7-2	38%	55%	No Record		?
M	H	7-2	35%	34%	F,F,F,F		16
F	A	7-3	47%	44%	No Record		?
M	H	7-3	45%	41%	No Record		?
M	H	7-3	52%	59%	D,F,F,F		22
F	H	7-4	33%	N/A	No Record		?
F	H	7-4	60%	52%	C,B,C,C		0
F	H	7-4	68%	63%	F,C,D,D		28
M	B	7-4	72%	48%	D,F,D,D		25
M	H	7-4	57%	48%			30
M	H	7-4	N/A	55%	F,D,D,F		40
F	H	7-4	73%	N/A	No Record		?
F	B	7-4	62%	61%	F,C,C,C		18
F	H	7-4	78%	N/A	No Record		?
M	B	7-5	N/A	53%	F(3),F		46
M	H	7-5	43%	44%	F,F,F,F		30
M	A	7-5	63%	53%	C,C,C,C		31
F	H	7-5	42%	N/A	D,F,F,D		2
M	A	7-5	27%	31%	F,F,F,F		10
M	H	7-5	35%	42%	F,F,F,F		46
M	A	7-5	70%	44%	F,D,F,F		9
F	H	7-7	47%	52%	F,C,C,B		13
M	H	7-7	68%	63%	D,D,F,D		14
F	H	7-7	68%	69%	D,C,C,B		23
F	A	7-7	63%	64%	F,D,F,D		3
M	B	7-7	63%	59%	B,B,C,D		9
F	A	7-7	60%	55%	C,C,C,C		?
F	H	7-8	65%	56%	D,D,C,C		42
F	H	7-8	50%	28%	No Record		3
F	H	7-8	43%	25%	F,F,F,F		15
F	H	7-8	57%	50%	F,F,F,F		18
F	H	7-8	52%	39%	F,F,F,F		18
F	H	7-8	72%	66%	D,D,C,D		4
F	H	7-8	38%	50%	D,C,D,D		15
M	H	8-3	30%	27%	C,C,C,C		6
M	H	8-3	28%	38%	C,C,C,D		4
F	H	8-3	47%	45%	D,C,C,C		7
M	H	8-3	39%	38%	No Record		No
F	H	8-3	47%	44%	C,C,B,B		4
M	O	8-3	27%	39%	C,C,C,C		19
F	H	8-3	78%	50%	D,F,D,D		34
F	H	8-3	56%	59%	D,D,F,F		50
F	H	8-3	44%	38%	C,C,C,C		3
F	A	8-3	66%	61%	B,B,F,F		85
F	H	8-3	38%	53%	F(2),F,F		88
F	H	8-3	48%	52%	C,C,C,C		6

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
M	A	8-3	44%	45%	C,C,C,C		9
F	B	8-3	45%	N/A	D,D,F,F,		11
M	H	8-3	61%	66%	D,C,D,D		38
M	B	8-3	N/A	N/A	D,D,D,D		80
F	O	8-3	N/A	31%	C(2),C+,C		20
F	H	8-3	28%	20%	D,D,D,D		9
M	H	8-3	42%	41%	C,C,C,C		11
M	H	8-3	39%	67%	C,D,D,D		5
F	H	8-3	44%	45%	C,B,C,C		2
M	H	8-3	47%	28%	C,C,C,C		8
F	H	8-3	33%	45%	D,D,F,F		11
F	H	8-3	58%	47%	B,B,B,B		16
F	B	8-3	73%	33%	D,D,C,C		25
F	H	8-3	38%	19%	D,D,F,F		52
M	H	8-3	45%	53%	C,C,D,D		17
M	H	8-4	N/A	39%	F,F,F,F		No
M	A	8-4	38%	38%	C,D,F,D		4
M	H	8-4	38%	59%	D,F,F,D		26
F	A	8-4	64%	69%	D,D,C,B		38
F	A	8-4	N/A	N/A	No Record		No
F	H	8-4	56%	59%	D,F,F,D		21
F	A	8-4	42%	59%	C,D,F,D		21
F	H	8-4	66%	72%	F,D,F,W		No
M	A	8-4	45%	38%	F,D,F,D		26
F	H	8-4	69%	55%	B,C+,B+,B		6
F	H	8-4	31%	47%	C,D,D,D		4
M	H	8-4	36%	38%	F,D,F,D		53
F	A	8-4	N/A	56%	No Record		No
M	H	8-4	42%	39%	No Record		No
F	H	8-4	44%	45%	D,D,C,?		No
M	H	8-4	N/A	N/A	F(3),D		39
M	H	8-4	44%	38%	C,C,C,C		0
F	H	8-4	55%	55%	C,C,C,C		18
M	H	8-4	56%	53%	B,B,C,C+		6
M	H	8-4	N/A	55%	B,B,C,D		16
F	H	8-4	59%	27%	F,F,F,F		13
M	H	8-4	N/A	66%	C(2),C,D		14
M	H	8-4	N/A	N/A	No Record		No
F	B	8-4	52%	52%	D,D,D,D		17
M	H	8-4	39%	53%	D,D,D,C		13
F	H	8-5	61%	75%	C,C,C+,C		31
F	H	8-5	38%	38%	D,D,F,D		0
F	H	8-5	69%	75%	C,C+,B,C		4
F	H	8-5	42%	31%	C,C,D,D		6
F	H	8-5	39%	N/A	C,D,F,F		66
M	A	8-5	77%	N/A	No Record		No
F	H	8-5	N/A	N/A	No Record		No
M	H	8-6	55%	56%	F,F,D,D		11
M	H	8-6	56%	56%	F,D,D,D		30
F	B	8-6	?	44%	F,F,F,F		59

Report: FINALREPORT

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
M	H	8-6	64%	56%	F,F,D		
F	H	8-6	47%	38%	F,F,D		
F	H	8-6	77%	N/A	No Record		
M	H	8-6	78%	86%	No Record		No
F	H	8-6	48%	36%	F,F,D,D		30
F	H	8-6	50%	48%	F,F,D,F		29
M	H	8-6	50%	42%	F,F,F,C		4
M	B	8-6	50%	42%	F,F,F,F		97
F	H	8-6	75%	61%	D,C,C,B		12
M	H	8-6	44%	44%	F,F,F,F		56
M	H	8-6	67%	67%	F,F,D,D		6
M	H	8-6	52%	52%	E,D,F,F		33
F	H	8-6	41%	61%	F,D,D,D		7
M	H	8-6	53%	N/A	No Record		No
M	H	8-6	45%	55%	F,D-,C,D		37
M	A	8-6	58%	42%	F,F,F,F		40
F	H	8-6	39%	30%	D,D,C,C		5
F	H	8-6	73%	73%	D,D,F,F		22
M	H	8-6	67%	N/A	F,F,F,F		25
M	H	8-6	58%	45%	D,C,C,C		7
M	B	8-6	56%	39%	F,F,F,F		9
M	B	8-6	N/A	N/A	F,D,C,D		5
F	A	8-6	73%	66%	D,B,B,C		10
F	H	8-6	30%	17%	F,D,D,?		No
F	H	8-6	52%	56%	F,D,D,D		28
F	H	8-6	53%	48%	F,D,D,C		8
F	A	8-6	61%	69%	No Record		15
M	H	8-7	75%	70%	F,D,D,D		56
M	A	8-7	67%	53%	C,D,D,D		40
M	H	8-7	52%	53%	D,D,F,?		No
M	H	8-7	67%	73%	B,B,B+,B		3
F	A	8-7	61%	55%	C+,D,C,C		45
F	B	8-7	47%	39%	D,D,D,C		3
M	B	8-7	52%	66%	No Record		No
F	H	8-7	47%	69%	D,D,D,C		11
M	H	8-7	55%	64%	C,D,C+,B		15
M	A	8-7	78%	73%	F,D,C,C		40
F	A	8-7	50%	48%	D,D,D,D		10
F	H	8-7	67%	69%	B,B,B+,B		0
M	H	8-7	47%	53%	C,D,D,D		24
F	H	8-7	50%	64%	D,D,C,C		50
F	H	8-7	48%	45%	D,D,D,D		0
F	H	8-7	55%	48%	D,D,D,D		40
M	H	8-7	N/A	61%	D,D,D,D		15
F	H	8-7	50%	45%	D,D,F,D		24
F	H	8-7	56%	64%	C,F,F,F		10
M	H	8-7	64%	55%	F,D,F,D		3
F	H	8-7	55%	70%	D,D,D,C		19
M	H	8-7	72%	N/A	F,F,?,?		2
F	B	8-7	45%	45%	D,F,F,F		13

Report: FINALREPORT

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
M	A	8-7	N/A	N/A	No Record		No
M	H	8-7	30%	N/A	D,F,F,F		72
M	H	8-7	45%	53%	F,D,D,D		31
F	H	8-7	28%	N/A	No Record		No
F	H	8-7	47%	N/A	F,F,?,?		27
F	B	8-8	N/A	N/A	C,C,C,C		13
M	B	8-8	80%	N/A	C,D,F,F		41
M	A	8-8	63%	45%	No Record		No
F	H	8-8	78%	63%	No Record		No
M	B	8-8	64%	67%	C,D,C,C		21
F	B	8-8	N/A	69%	C,C,C+,C+		21
M	B	8-8	42%	39%	D(2),D,D		41
M	B	8-8	64%	78%	D,D,C,C		38
F	H	8-8	67%	72%	B,B,B,C		15
M	H	8-8	80%	66%	B,C,B,B		20
M	B	8-8	78%	70%	B+,B,C,C		0
M	B	8-8	N/A	41%	F,F,F,F		49
M	H	8-8	70%	64%	D,F,D,C		28
M	H	8-8	73%	72%	F,F,D,F,		76
M	H	8-8	59%	56%	F,F,F,F		67
F	H	8-8	64%	N/A	F(4)		85
F	H	8-8	78%	N/A	F,C,F,F		No
F	H	8-8	N/A	N/A	No Record		No
M	H	8-8	N/A	N/A	F,F,F,F		No
F	H	8-8	56%	61%	B,C,C,C		17
M	B	8-8	N/A	N/A	F,F,F,F		14
M	H	8-8	45%	47%	F,D,D,D		24
M	H	8-8	50%	N/A	F,F,F,F		13
F	H	8-8	45%	50%	D,D,F,D		46
M	A	8-8	91%	89%	C,C,C,C		39
M	H	8-8	72%	72%	C,B,C,C		10
M	H	8-9	72%	69%	C,B,B,B		14
F	A	8-9	83%	N/A	?		No
F	H	8-9	55%	48%	F,F,F,F		11
M	B	8-9	70%	N/A	No Record		No
F	A	8-9	56%	47%	D,D,C+,C		16
M	H	8-9	59%	67%	D,C,C,C		1
F	H	8-9	53%	69%	C,D,D,D		16
M	H	8-9	55%	56%	B,D,D,C		53
F	H	8-9	48%	41%	C,D,C,D		40
M	H	8-9	53%	N/A	No Record		No
M	H	8-9	66%	50%	D,F,F,F		62
F	H	8-9	63%	56%	C+,D,D,D		28
M	B	8-9	83%	72%	D,B,D,C		20
F	A	8-9	73%	59%	D,D,C,C		31
F	H	8-9	55%	61%	C,C+,B+,B		70
M	H	8-9	34%	N/A	No Record		No
F	A	8-9	56%	47%	D(1),D(3),D		64
F	H	8-9	59%	53%	C,D,C,D		34
M	H	8-9	69%	N/A	B,B,A,?		No

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
F	H	8-9	63%	66%	B,B,A,A	5	
F	H	8-9	69%	45%	F(4)	14	
F	H	8-9	52%	41%	C,C,C,C	29	
F	H	8-9	44%	45%	C,D,C,D	33	
F	H	8-9	63%	N/A	C+,B,A,A	0	
M	H	8-9	N/A	N/A	No Record	No	
F	H	8-9	75%	77%	F,D,B,C	40	
F	A	8-9	59%	N/A	No Record	No	
F	B	8-9	73%	59%	B,B-,C,D	6	
F	O	8-9	61%	63%	C,C,C+,C	13	
F	H	8-9	N/A	N/A	No Record	?	
M	H	8-9	70%	70%	D,D,C,D	12	
M	H	8-9	47%	N/A	F,F,F,F	12	
F	A	7-11	63%	58%	D,C,D,D	17	
F	H	7-11	68%	50%	C,B,B,B	0	
F	H	7-11	N/A	53%	D(3),F	46	
M	B	7-11	57%	59%	D,C,C,C	38	
M	B	7-11	N/A	36%	C(3),B	22	
M	H	7-11	75%	53%	D,C,B,B	20	
F	A	7-11	68%	70%	C,C,C,C	2	
F	B	7-11	78%	N/A	No Record	?	
M	B	7-11	75%	55%	D,C,C,B	19	
F	A	7-11	68%	59%	B,B,C,C	10	
F	A	7-11	70%	64%	F,C,C,C	51	
F	B	7-11	65%	69%	B,C,B,B	13	
F	A	7-11	80%	80%	C,C,C,C	23	
F	H	7-11	70%	67%	A,B,A,A	14	
M	H	7-11	73%	48%	F,D,C,C	27	
F	H	7-11	68%	56%	D,F,D,D	48	
M	H	7-11	67%	N/A	B,C,D,C	12	
M	B	7-11	77%	63%	D,F,F,F	35	
F	H	7-11	N/A	N/A	F,F,F,F	13	
F	H	7-11	N/A	N/A	New Student	11	
F	H	7-11	58%	63%	D,F,D,D	14	
F	H	7-11	65%	56%	B,C,D,D	0	
M	H	7-11	N/A	45%	D,(3)F,F	61	
F	H	7-11	65%	56%	D,C,D,D	21	
F	H	7-11	82%	N/A	B,B,C,B	13	
F	H	7-11	55%	50%	F,C,D,D	2	
M	B	7-11	80%	50%	D(2),F,F	43	
F	A	7-11	68%	66%	C,B,B,C	10	
F	B	7-12	52%	55%	No Record	?	
F	B	7-12	63%	48%	D,D,C,D	10	
F	W	7-13	N/A	N/A	F(4)	23	
F	A	7-13	78%	73%	F,F,F,D	29	
M	B	7-13	68%	N/A	No Record	?	
F	B	7-13	80%	63%	F(2),F,W	27	
F	B	7-13	40%	38%	No Record	?	
F	B	7-13	N/A	67%	F(2),F,F	46	
F	H	7-13	87%	84%	A.A,A,A	6	

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
F	B	7-13	N/A	47%	No Record		?
F	H	7-13	78%	73%	B,B,B,D		26
M	B	7-13	N/A	78%	(3)F,F		34
M	B	7-13	73%	86%	F,F,F,F		17
F	B	7-13	80%	77%	F(2),F,F		47
F	H	7-16	55%	N/A	F,D,F,F		32
M	A	7-16	65%	N/A	B,B,B,B		0
F	A	7-16	45%	N/A	C,C,C,C		9
F	B	7-16	52%	N/A	F,F,F,F		99
F	H	7-16	28%	N/A	F,D,D,D		19
M	A	7-16	45%	N/A	F,D,F,D		36
F	A	7-16	30%	N/A	F,C,B,B		31
F	B	7-16	67%	N/A	F,F,F,F		53
M	A	7-16	43%	N/A	C,C,B,B		1
M	H	7-16	N/A	N/A	F,D,D,D		36
M	H	7-16	27%	N/A	No Record		?
M	A	7-16	27%	N/A	F,D,D,F		16
M	B	7-16	48%	N/A	D,D,C,?		4
M	H	7-16	57%	N/A	F,F,F,F		86
F	H	7-16	43%	N/A	F,D,F,F		44
M	H	7-16	48%	N/A	F,F,F,F		28
F	B	7-16	30%	N/A	No Record		?
F	A	7-16	53%	N/A	F,D,C,C		13
M	A	7-16	42%	N/A	No Record		?
M	B	7-16	35%	N/A	D,D,D,D		0
F	H	7-17	38%	N/A	F,D,C,C		6
F	H	7-17	23%	N/A	D,D,C,C		17
F	A	7-17	45%	N/A	F,D,F,D		25
F	A	7-17	45%	N/A	B,B,D,D		28
F	A	7-17	45%	N/A	D,C,B,B		9
F	H	7-18	40%	N/A	C,D,D,C		6
F	H	7-18	32%	N/A	F,F,F,D		3
M	A	7-18	18%	N/A	D,D,D,C		8
F	A	7-18	N/A	N/A	No Record		?
M	A	7-18	28%	N/A	D,D,C,D		43
M	H	7-18	42%	N/A	D,D,D,F		9
M	H	7-18	27%	N/A	D,D,D,F		54
M	B	7-18	42%	N/A	F,F,D,D		10
F	H	7-19	N/A	N/A	B,B+,C,?		6
M	B	7-19	N/A	N/A	A,A,C,B		20
F	A	7-20	N/A	N/A	No Record		DI
F	A	7-21	Alternate	Alternate	Alternate		AI
F	H	8-10	61%	69%	E,F,D,D		5
F	A	8-10	N/A	N/A	F(2),F,F,		15
F	H	8-10	75%	86%	B,B,B,B		0
M	H	8-10	77%	73%	C,B,B,B		21
F	A	8-10	56%	N/A	E,F,F,?		No
F	A	8-10	63%	67%	C(1),F(3),F		11
F	A	8-10	53%	67%	E,F,F,F		49
F	H	8-10	61%	N/A	No Record		No

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
M	H	8-10	73%	52%	F,F,F,F		51
M	H	8-10	27%	N/A	No Record		No
F	A	8-10	80%	83%	E,F,D,D		4
M	B	8-10	N/A	N/A	F(3),F		10
M	H	8-10	67%	58%	E,F,F,F		47
M	A	8-10	80%	61%	E,D,D,D		8
F	H	8-10	80%	N/A	E,F,F,F		43
F	H	8-10	64%	78%	E,F,F,D		12
M	H	8-10	77%	66%	E,F,D,D		22
M	H	8-10	61%	N/A	No Record		No
F	H	8-10	63%	77%	E,F,D,C		13
F	H	8-10	75%	67%	D,D,D,D		21
F	H	8-10	73%	77%	E,F,F,F		29
M	A	8-10	64%	55%	E,F,F,F		29
F	B	8-10	N/A	N/A	F(3),F		13
M	H	8-10	77%	72%	E,D,C,C		18
M	A	8-10	64%	70%	D,D,F,F		78
F	A	8-10	72%	42%	B+,B,C,D		32
M	H	8-10	N/A	67%	C,F(3),D		17
F	H	8-10	67%	70%	D,D,C,C		29
M	H	8-10	89%	70%	E,F,F,F		12
M	H	8-10	56%	64%	F,F,F,F		No
M	A	8-11	N/A	N/A	No Record		No
M	A	8-11	64%	57%	C,C,D,D		46
F	A	8-11	73%	N/A	C,E,D,D		60
F	B	8-11	81%	71%	C,C,C,C		6
F	H	8-11	80%	N/A	No Record		No
M	A	8-11	78%	77%	C,C,C,D		1
F	H	8-11	73%	67%	F,D,C,C		52
M	A	8-11	80%	78%	C,C,C,C		7
M	H	8-11	72%	64%	C,C,C,C		1
F	B	8-11	67%	77%	C,C,C,C		10
M	B	8-11	81%	86%	C,B,B,B		3
M	B	8-11	52%	56%	C,C,C,C		17
F	A	8-11	77%	N/A	No Record		No
F	A	8-11	88%	94%	C,C,C,C		37
M	A	8-11	83%	86%	C,B,B,B		8
M	H	8-11	64%	67%	C+,B,B,B		33
F	A	8-11	83%	86%	C,C,B,B		29
M	B	8-11	72%	80%	C,B,B,B		6
F	H	8-11	86%	N/A	C,B,B,C		14
M	B	8-11	64%	66%	B,B,C,D		9
M	H	8-11	81%	75%	B,B,C,C		0
M	H	8-11	77%	73%	B,B,B,B		27
F	H	8-11	73%	67%	B,B,B,B		8
F	H	8-11	77%	86%	No Record		No
F	H	8-11	75%	69%	C,C,C,C		36
F	H	8-11	89%	88%	C,C,B,B		4
M	B	8-11	89%	95%	C,C,C,C		10
M	H	8-11	64%	N/A	No Record		No

Report: FINALREPORT

GENDER	ETHNIC	SECTION	A TEST SCORE	B TEST SCORE	ENG.GRADE	BE	DA
F	H	8-11	N/A	60%	C,C,C,C		19
M	B	8-11	72%	84%	C,C,C,C		34
M	H	8-14	27%	N/A	?		No
M	B	8-14	44%	N/A	No Record		No
M	H	8-14	44%	N/A	C,B,B,C		0
M	A	8-14	56%	N/A	C,B,B,B		3
M	B	8-14	42%	N/A	C,F,F,F		72
F	B	8-14	28%	N/A	No Record		No
F	A	8-14	N/A	N/A	F,F,F,?		No
M	A	8-14	63%	N/A	No Record		No
M	H	8-14	41%	N/A	No Record		No
M	H	8-14	45%	N/A	No Record		No
M	A	8-14	N/A	N/A	F,F,D,F		24
F	H	8-14	28%	N/A	D,D,C,C		13
M	A	8-14	38%	N/A	No Record		No
F	H	8-14	36%	N/A	C,D,C,C		27
F	A	8-14	58%	N/A	C,D,C,F		73
M	H	8-14	33%	N/A	F,C,C,C		13
M	H	8-14	58%	N/A	F,F,F,F		43
F	A	8-14	31%	N/A	D,C,C,C		0
F	A	8-14	N/A	N/A	D,C,D,F		66
M	B	8-14	28%	N/A	No Record		No
F	A	8-14	30%	N/A	C,B,B,B		8
M	A	8-15	36%	N/A	D,C,C,C		2
M	H	8-15	31%	N/A	F,D,C,C		37
M	H	8-15	30%	N/A	F,F,F,F		73
F	H	8-15	44%	N/A	C,D,C,C		12
M	A	8-15	N/A	N/A	D,D,C,D		25
F	H	8-15	N/A	N/A	D,F,D,F		68
F	H	8-15	20%	N/A	D,D,C,C		9
M	A	8-15	27%	N/A	F,F,D,D		39
M	A	8-15	31%	N/A	F,D,D,D		9
M	H	8-15	30%	N/A	F,D,C,C		37
M	H	8-15	N/A	N/A	E(1),(3)F,F		10
M	H	8-15	23%	31%	D,D,C,D		0
M	H	8-15	36%	N/A	D,D,C,C		29
M	A	8-15	17%	N/A	D,D,D,D		11
M	H	8-17	N/A	N/A	C,F,F,F		12
M	B	8-17	N/A	N/A	D,D,D,D		38
M	H	8-17	N/A	N/A	No Record		No
M	B	8-17	N/A	N/A	No Record		No
M	H	8-17	N/A	N/A	F,F,F,F		11
M	B	8-17	N/A	N/A	F,F,F,F		60
M	H	8-17	48%	N/A	F,F,F,F		11
M	H	8-17	N/A	N/A	No Record		No
M	H	8-17	N/A	N/A	No Record		No
M	H	8-17	N/A	N/A	F,F,F,F		12
M	H	8-17	N/A	N/A	C,F,C,B		53
M	H	8-17	N/A	N/A	No Record		No
M	H	8-17	N/A	N/A	No Record		No

READING/WRITING/RESEARCH: Technology in the Service of Creativity Computer-Assisted Writing: A Bibliography

by
Evelyn Bender

Stetson Jr. High School
B St. & Allegheny Avenue
Philadelphia, PA 19134

Aumack, James, "Computers for Non-Writers,"
Principal 65 (November 1985), p46-48.

A successful remedial word processing project at an inner city elementary school.

"A word processor... allows the reluctant writer an opportunity to become enthusiastic about what has been an unpleasant, defeating task. Word processors provide the tools to write without the manual labor that made writing distasteful. Gone are those smudged papers with the little holes in them."

Blanchard, Jay S. and George E. Mason, "Using Computers in Content Area Reading Instruction," *Journal of Reading* 29 (November 1985), p112-117.

An overview of several types of useful courseware programs.

"Writing aids, simulations, databases, teacher utilities, telecommunications, word processing—all present challenges to our creativity as teachers and to our adaptability in meeting the reading needs in our students' futures."

Brand, Stewart, *Whole Earth Software Catalog for 1986*. Garden City, N.Y.: Doubleday, 1985.

Good, detailed section on word processing programs.

"Marge Piercy (novelist and poet): If I had to give up writing on my computer, I would feel I had returned to scraping letters in cuneiform on clay tablets... The writing itself is far more serious than on the typewriter. There is no punishment for revising and revising again... Writing on the screen has a fluidity that makes

compromise with what you envision silly."

Costanzo, William V., "Interactive Text Editors: A New Generation of Teaching Tools," *Educational Technology* 25 (December 1985), p7-15.

Discussion of writing interactive fiction using Story Tree, Adventure Writer, and other programs.

"Interactive text editors provide one more chance for teachers and students to take charge of technology and control the learning process."

Daiute, Collete., *Writing and Computers*. Reading, MA, Addison-Wesley Publishing Co., 1985.

A researcher explains the process of writing with computers and offers suggestions for classroom and personal use.

"Computers, like other writing instruments, change the nature of written communication. The computer is a dynamic instrument... Such a writing instrument can blur the distinctions between thinking, talking and writing in a way that the pencil and typewriter have not."

Dees, Sherwood D., "Microcomputers in the English Classroom," *NASSP Bulletin* (The Journal for Middle Level and High School Administrations) 69 (November 1985), p20-23.

A brief report of a high school's success with a word processing project.

"Teachers felt that students had renewed motivation when they returned to traditional classroom activities... students with mild classroom behavior problems concentrated longer when working on a microcomputer."

"Facets: How Can English Teachers Best Use Computers?" *English Journal* 75 (February 1986), p22-25.

English teachers offer suggestions on using computers.

"The filing, revision, editing, and text manipulation features of the word processing are the greatest boon to writing—and, by extension, to the English classroom—since Gutenberg's little invention."

"This tool simply allows linguistically paralyzed students to travel in a wheelchair of technology to all the corners of their minds."

Kovacs, Deborah, "Turning First Drafts," *Classroom Computer Learning* 7 (October 1986), p36-9.

Discussion of several computer assisted post-writing aids.

"Writing teachers who have found word processors to be a boon will also find that post-writers are helpful tools. They are especially useful if you and your students now spend lots of time mechanically evaluating writing for errors in grammar, style and punctuation."

McWilliams, Peter A., *The Word Processing Book: A Short Course in Computer Literacy*. Los Angeles, Prelude Press, 1982 (Rev. ed. 1984).

An amusing introduction to word processing from a convert.

"I have made my living as a writer for fifteen years, and nothing—not a correcting Selectric, not a personal secretary, not even a #1 New York Times best seller—has thrilled or inspired me to write more than my word processor. All these years, writing has been a chore, a job, work. It's still a job, it's still work but, thanks to the word processor, every so often, more and more often, writing is a joy."

Morocco, Catherine Cobb and Susan B. Newman, "Word Processors and the Acquisition of Writing Strategies," *Journal of Learning Disabilities* 19 (April 1986), p243-47.

The researchers found that word processing created an environment which fostered teacher-child interactions.

"A small but growing body of research on word processing for children suggests that computers are promising writing tools, particularly for learning disabled children, who struggle daily with the process of writing. Word processors enable the children to manage mechanics by erasing and replacing words easily and can stimulate collaborative activities among children. They can give children with impaired social communication a channel for expressing ideas and strengthening their self-image."

Nash, James and Lawrence Schwartz, "Making Computers Work in the Writing Class," *Educational Technology* 25 (May 1985), p19-26.

Describes setting up and implementing a word processing lab.

"As this technology becomes less expensive, it will become an increasingly important part of the teaching of composition."

Smith, Nancy J., "The Word Processing Approach to Language Experience," *The Reading Teacher* 38 (February 1985), p556-91.

A review of the literature shows many positive experiences with word processing and offers suggestions to the novice.

"Good reading/writing instruction that occurs without the computer can be still better with it."

Sudol, Ronald A., "What's New about Word-Processed Writing?" *ADE Bulletin* (Association of Departments of English) n. 83 (Spring 1986), p43-5.

A excellent rationale for the use of word processing in the teaching of writing.

"A seemingly universal experience, among accomplished writers and student writers alike, is the feeling that words and ideas flow more easily and quickly when the writer is at a word processor."

Zinsser, William, *Writing with a Word Processor*. New York, Harper and Row, 1983.

A writer who balked at technology embraced word processing.

"Far too many children lose as they get older the exuberance that made their younger writing so distinctive and appealing. Any machine that will postpone this process of drying up—and will let them continue to write with freedom and risk—is a machine that parents and teachers should take seriously."

School Profile

Stetson Experiments with Creative Formulas

It's 8:00 a.m., before school starts, yet there's a flurry of activity. In the library of **Stetson Middle School**, students are busy writing, their hands working not pens but computer keyboards. **Evelyn Bender**, Stetson librarian, has no trouble getting students to participate before, during, and after school in "Reading/Writing/Research III," the PATHS grant project she's directing, now in its third year and ever-expanding.

Originally targeted to several reading and special education classes, the project now attracts on any given day between fifty and one hundred students in grades seven to nine. Dr. Bender notes that a "broad spectrum" of the student body participates, using computers to write and print out classroom assignments from book reports and short stories to in-depth research papers. Complementing Stetson's involvement in Writing Across the Curriculum, "Reading/Writing/Research" enjoys schoolwide support from teachers as well as from Principal **Herbert Jung**, who says that Dr. Bender has been a "guiding light" for her colleagues interested in directing grants of their own. In fact, Dr. Bender presented "Reading/Writing/Research" to an enthusiastic audience of teachers, administrators, as well as corporate professionals at the PATHS/PRISM Grants Fair last January.

To meet the growing needs of the library-turned-high-tech-learning-center, Stetson purchased additional computers, software, and electrical systems through a grant from the **Office of Categorical Programs** of the **School District of Philadelphia**. Dr. Bender specially acknowledges Director **Thomas Rosica** and **Ethyl Goldberg** of the Categorical Programs office for their support of the expansion. In addition, the **American Library Association** awarded Stetson a grant to augment the research capabilities of the computer center. As a result of these collaborative efforts, the Stetson library now proudly houses ten computers.

Because student response to "Reading/Writing/Research" has been so favorable, Dr. Bender and **Larry Kaplan**, Stetson computer science teacher, are evaluating the project's software for ongoing use in Writing Across the Curriculum. "Attitude change is really easy to see," Dr. Bender notes. "And students are doing a lot more writing with the computers."

Building on students' enthusiasm for computer-assisted learning, Dr. Bender introduced yet another facet to the project, in-

dividualized logic and problem solving, with a grant from PRISM. The software used is intended to "teach higher order thinking skills," notes Dr. Bender, whose doctoral dissertation focused on microcomputer courseware evaluation. She also comments that in learning computer literacy "there is a good deal of peer teaching, which is a role students enjoy, and which increases their self-confidence."

While students are enthusiastically learning new forms of expression via the computer, so too are their teachers. This year, Stetson reading teacher **Ellen Savitz** has directed "HI-TECH: Helping Instruction-Teachers Expand Computer Horizons" with a grant from PRISM. Prompted by her colleagues' requests for training in word processing, data base management, and spreadsheets, Ms. Savitz has demonstrated how the school's Appleworks integrated software can be used for a variety of educational and instructional applications, which includes simplifying everyday tasks such as planning lessons, creating tests, computing averages, and recording grades and attendance.

In another part of Stetson Middle School, teachers are nurturing students' creativity by bringing nature's outdoor splendor into the classroom. **Normand Dillon**, Stetson science department chairperson, and **Sharon Newman**, have created a "Mini Plant Laboratory" with a 1987-88 PRISM collaborative



At Stetson Middle School, a student works at one of the computer terminals in the library. On any given weekday, nearly one hundred students use this computerized learning center—before, during, and after school—to complete classroom assignments as well as extracurricular projects.



*Under the direction of **Brenda Encarnacion**, research assistant (left), Principal **Herbert Jung**, librarian **Evelyn Bender**, and **Trudy Berkowitz**, librarian assistant, "Reading/Writing/Research," a PATHS/PRISM collaborative grant project, is in its third year at **Stetson Middle School**, and its impact on students and faculty members schoolwide continues to grow.*

grant. Studying plants they have grown from seeds and cuttings, students discover science by doing science—conducting experiments in plant cultivation and propagation, problem solving, recording and interpreting data, and forming conclusions based on their hands-on lab experience. These students have also used the library's word processing center to write reports and prepare material for oral presentations.

In an adjacent classroom, other Stetson seventh graders have taken a hands-on laboratory approach to life sciences, but with a different twist. In this PRISM collaborative grant project, directed by teacher **Ted Williams**, with planning and start-up assistance by colleague **Barbara Whitelock**, students have grown plants in classroom greenhouses and in turn conducted experiments to determine the effects of air pollutants. Like the plant lab project next door, "Measuring Urban Air Pollution" has helped students master the scientific method as well as sharpen their writing skills in support of Stetson's involvement in Writing Across the Curriculum.

The grant projects Stetson faculty members have directed vary in theme yet share a commitment to innovative teaching and learning. And when asked about his feelings toward Stetson's having five PATHS/PRISM grants this year, Principal Jung succinctly summed up the schoolwide enthusiasm: "It's wonderful!" □

c 1988

Evelyn Bender

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